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Spanish

Novice/Intermediate

Classroom
VOCES[®]
DIGITAL

Curriculum Overview

Spanish Novice and *Spanish Intermediate* are web-based curricula created by Voces Digital that develop students' language proficiency and intercultural competency using a grammatical approach to language acquisition. Students have access to resources that explore the cultures of Spanish-speaking countries through informative videos, immersive panoramas, and interviews with native speakers. These resources focus on and contextualize high-frequency vocabulary and grammar, preparing students to communicate with native speakers. Our goal is for students to engage with the language and gain a deeper, more nuanced understanding of these cultures.

Cultural Integration

Authentic products, practices, and perspectives from the Spanish-speaking world are integrated throughout these titles to pique students' curiosity. By exploring our activities, students will develop their cultural comparison skills, draw conclusions, and make inferences about the world they are exploring. While increasing their proficiency, students learn to ask more complex questions and explore what life is like in other parts of the Spanish-speaking world.

I can read a chart about languages.
I can understand a poster in Spanish.

Did you know that there are many Spanish words that were originally derived from Arabic languages? It is only logical, since the Arabs were in Spain for almost 800 years, from 711 to 1492 CE. See if you can understand the infographic about some examples of these linguistic borrowings.

ARABISMOS
LA INFLUENCIA ARÁBE EN ESPAÑA SE REFLEJA EN MUCHAS PALABRAS DEL ESPAÑOL. ESTAS SON ALGUNAS DE LAS MÁS COMUNES:

- DIALA** (DE LAS SIM. LEAL) - UNA PLEGARIA QUE QUIERE DECIR "SI DIOS QUIERENA".
- JAQUECA** (DE SIMONIA) - "MIGRA" Y SE USA PARA DEFINIR EL DOLOR DE UNA PARTE DE LA CABEZA.
- BARRIO** (DE BARRI) - UN "LUGAR A LAS AFUERAS DE UN PUEBLO O CIUDAD".
- TAREA** (DE TARIQA) - UN "TRABAJO QUE SE DEBE COMPLETAR EN POCO TIEMPO".
- DROGA** (DE DRUGA) - SIGNIFICA "DURMIERENA" Y SE REFIERE A LAS PROPIEDADES "ENARCICAS" DE LA MEDICINA EN EL CUERPO. (E LUG. ASCENANTE DE "PIRA").

*OTRAS FUENTES LO ATRIBUYEN AL NEERLANDÉS "DRUG".
#Derechos Reservados. Mantenido en el Centro de Estudios de Asia y África con especialidad en Medio Oriente de El Colegio de México.
FUENTE: "Diccionario de la lengua española" Real Academia Española. PICTOLINE

For additional support, please contact us at info@vocesdigital.com

Grammar and Vocabulary

The thematic vocabulary words introduced at the start of each chapter prepare students to explore the chapter themes and to engage in meaningful discussions about those themes. While progressing through the chapters, students build on their knowledge by mastering communicative grammar structures, which enable them to interact with other speakers. Each chapter offers multiple opportunities for students to apply the target language in their own communities in meaningful and motivating ways.

Lista de vocabulario

| | | | |
|------------------|-------------------|----------------|-------------------|
| el aula | classroom | el libro | book |
| el reloj | clock | el diccionario | dictionary |
| la pared | wall | el estudiante | student |
| el cuaderno | notebook/workbook | la estudiante | student |
| la carpeta | folder | el profesor | teacher/professor |
| la regla | ruler | la profesora | teacher/professor |
| el sacapuntas | pencil sharpener | la puerta | door |
| la silla | chair | el lápiz | pencil |
| el pupitre | desk | la mochila | backpack |
| el escritorio | desk | el bolígrafo | pen |
| la mesa | table | la calculadora | calculator |
| la luz | light | la ventana | window |
| el papel | paper | las tijeras | scissors |
| la goma | pencil eraser | el pegamento | glue |
| el borrador | board eraser | el calendario | calendar |
| la (en)grapadora | stapler | el piso | floor |
| la cinta pegante | tape | el suelo | floor |
| la papelería | wastebasket | la basura | garbage |
| el cartel | poster | la pantalla | screen |
| la computadora | computer | la pizarra | whiteboard |

Building Proficiency

Spanish Novice and *Spanish Intermediate* also include authentic texts, created by and intended for native speakers, each paired with communicative performance tasks that aim to increase students' proficiency in reading, listening, speaking, and writing. Each communicative task is matched with an ACTFL-aligned Can-Do statement, allowing students to self-reflect and identify their strengths and weaknesses on their road to higher levels of proficiency. Additionally, our innovative platform allows teachers to edit and customize their curricula to meet the needs and interests of their students.

Tech Information

Voces Digital takes cybersecurity seriously, so all student accounts are password protected. The teacher will provide a Class ID and unique User ID for each student to log in to Voces Digital.

Voces Digital works on all internet-enabled devices. To log in, go to www.VocesDigital.com using any of the recommended browsers shown below and click the green "Log In" button in the center of the screen. A window will then prompt you to input your Class ID and User ID.

Recommended Browsers



For additional support, please contact us at info@vocesdigital.com